

COMMAND COLLEGE

WHAT WILL BE THE LEADERSHIP SUBJECT DELIVERY SYSTEM FOR THE
DEVELOPMENT OF MIDDLE MANAGERS BY THE YEAR 2003?

A RESEARCH PAPER SUBMITTED TO THE FACULTY OF THE
CENTER FOR LEADERSHIP DEVELOPMENT-CLASS 26

DEPARTMENT OF LEADERSHIP DEVELOPMENT

BY
RUFUS TAMAYO

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This Command College Independent Study Project is a FUTURES study of a particular emerging issue in law enforcement. Its purpose is NOT to predict the future but rather to project a number of possible scenarios for strategic planning consideration.

Defining the future differs from analyzing the past because the future has not yet happened. In this project, useful alternatives have been formulated systematically so that the planner can respond to a range of possible future environments.

Managing the future means influencing the future--creating it, constraining it, adapting to it. A futures study points the way.

The views and conclusions expressed in the Command College project are those of the author and are not necessarily those of the Commission on Peace Officer Standards and Training (POST).

To Sherman Block and Lee Baca

Leaders and mangers are often strangers, searching in the dark, for each other

Rufus Tamayo

CHAPTER 1

INTRODUCTION

1.1 The purpose behind the research

The purpose of this research was to understand a problematic trend that indicated a need for middle managers to comprehend and apply leadership traits. There have been numerous books and articles written on leadership styles, management steps for improvement, motivation, values and related subjects. The prominent issue of this research was that some form of participative leadership, or cooperative effort, will improve individual performance. It appears that without some form of leadership training, police organizations will continue to use the current method from the military model of management.

There did not appear to be in the research that any particular style or leadership/management panacea proved to guarantee organizational success. However, the Nominal Group Technique panel¹ related that fear management would continue to ruin any progressive agency trying to survive in the information era. Timing and group agreement² can be the catalyst for effective change. Effective change resulted in the quality of leadership and the proper application of management. The required character traits of leadership and management work better when applied together.

¹Nominal Group Technique panel of LASD executives was convened in June of 1998 for the purpose of this research

²Irving Janis, Group Think, 2d. Ed. Rev (Boston: Houghton Mifflin, 1983), p 174

The abilities to lead, risk organizational change, solve complex communication issues, getting others to participate in mutual concerns³, team focus on the mission and a commitment to organizational values (based on individual needs) directly contribute to the success of organizational achievement.

- Conflicts are directly related to how the organizational culture and individual goals resolve individual issues. Which conflicts work best together⁴ are often related to the training and life experiences within each individual and group.

1.2 How the research was done

After one year as a student at the Command College a Nominal Group Technique panel (NGT) was convened in June of 1998. The panel consisted of two executives and three middle managers from the Los Angeles County Sheriff's Department (LASD). All panel participants asked to remain anonymous due to the sensitive nature of the identified events and trends. As the NGT panel aptly stated that the LASD is still fear driven and managed accordingly.⁵

The issue was presented: What will be the subject delivery system for leadership development of middle managers by the year 2003? The NGT panel identified twelve trends and eight events of current and future significance. These trends and events would have direct and indirect impact on the overall leadership concept. Trends will be listed first and events second.

³Joseph Rost, Leadership for the Twenty-First Century, 1st ed. (Connecticut: Praeger Books, 1993) p 10-41

⁴B.R. Boyd, Management-Minded Supervision, 1st ed. (New York: McGraw-Hill Book, 1968) p 45

⁵Nominal Group Technique panel of LASD executives convened in June of 1998

TRENDS

- ▶ The further accountability aspect of Risk Management
- ▶ Sworn and civilian middle managers will be held to an higher accountability level
- ▶ More layers of line supervision personnel will be added
- ▶ There will be less executive latitude in decision making. This will be by design
- ▶ Policy changes will come often and larger in number
- ▶ The LASD will continue to be fear driven, unless there is a change in leadership philosophy
- ▶ The internal culture will continue to change drastically in demographics and direction
- ▶ The development of social skills for all LASD members will be emphasized
- ▶ Changing significant social events will dictate if there will be a need for police review boards
- ▶ The Kolts Commission will still be a major source of LASD culture change
- ▶ Programs that look good but are ineffective will be eliminated

After lengthy debate and discussion the NGT panel reduced the twelve trends to eight. These eight trends were placed, on scales, in order of five and ten-year probability and level of concern. The following are the results of that discussion.

Accountability for middle managers was listed by the NGT panel as the most significant trend. More responsibility and accountability will be placed onto middle managers on the LASD. In fact, the NGT panel mentioned several recent events that middle managers will be either counseled or disciplined for following policy but policy failed to make the right decision. In other words the middle manager should have not followed policy.

The next trend was a surprise. NGT panel listed wellness as a significant concern and will increase in importance. The panel cited a number of recent health problems that appear to be affecting LASD personnel.

The panel added that mental, physical and spiritual well being will be incorporated into the everyday work ethic. The LASD will take on more responsibility in the personal fitness of its employees.

Next, middle managers will receive extensive training on the subject of Risk Management. Training will include, but not be limited to, critical decision making, value-based instruction, teamwork and assorted other topics. These topics will all fall under the title of Leadership. A leadership institute would be best suited to handle the training. The institute will be centralized and co-sponsored by private industry. The institute can be accredited through a major college or university. Students will be accepted on a broad base of knowledge and experience. Students will be from both private and public sectors. See the appendix

In 1992 a survey⁶ was provided to all LASD personnel. In this survey more than 40 percent of LASD personnel responded. LASD personnel listed a series of problems with executive management and was critical of Sheriff Sherman Block. The Sheriff would later voice his surprise that his deputies felt he was not doing a good job. The trend of conducting surveys will continue according to the NGT panel.

The NGT panel listed police review boards as a possibility in the next five years but this trend would diminish greatly in ten years.

⁶ASI Survey conducted for the LASD in 1992

The NGT panel cited the advent of leadership training and organizational culture change as the main factors for the lack of need for police review boards. Another factor was police review boards are neither effective nor efficient. There will be little concern with these types of dated technologies.

In 1992 the Los Angeles County Board of Supervisors hired a group of professionals in various fields to carefully inspect and provide critical review of the LASD. This group was named the Kolts Commission after Superior Court Judge Kolts who headed the commission. Since 1992 the Kolts Commission, the NGT panel stated, actually ran the progressive end of the LASD with new innovations and portrayed the position of a critical evaluator. Each member agreed that the Kolts Commission was the single greatest factor in moving the LASD out of stagnation. However, management did not provide sufficient critical review of new technologies and implemented severe changes without proper training and input. As suspected many of these new technologies were good for organizational change, but others were not. One new innovation that caused the most concern was the documentation of false or unfounded complaints. The LASD management decided to keep untrue complaints in the deputy's record. The panel cited instances of abuse with these records. However, the NGT panel agreed that the need for the commission would decline greatly as the LASD became more effective.

Executive latitude was listed next. The NGT panel came to the consensus that traditionally executive management made all decisions regarding policy. Since the trend is to move decisions to the level of middle management, the latitude provided solely to executives would now move to middle management. Again the NGT panel listed the need for leadership training. This means that executive decisions would be less regarding policy and more toward planning.

A question was raised that if this trend continued; would there be a need for executives? The NGT panel noted that executives would not easily give up their positions.

A big surprise was the suggestion that fear management would slowly leave the LASD. All NGT members related instances of fear management applied to them during their careers. The cause of fear management leaving the ranks would be the selection of new executives that would embrace change and apply new innovations of leadership to the LASD. Risk taking would become a way of life and would be rewarded accordingly.

EVENTS

- ▶ The first significant event would be the retirement of many of the LASD older executives.
- ▶ The NGT panel all agreed that a new sheriff would be elected in the next five years.
- ▶ The next probable event was the sudden death of the current sheriff.
- ▶ The trend of a sudden downturn in the economy would effect the LASD greatly due to the availability of funds.
- ▶ NGT panel members all agreed that the advent of Hispanic voters would effect the cultural direction of the LASD.
- ▶ A sudden and large increase in gang or juvenile crime
- ▶ A sudden or large decrease in gang and juvenile crime
- ▶ A new promotional process

Discussions were difficult in some areas and easy in others. The following were the results of that discussion.

The first probable event was the scheduled retirement of many executives.

The current sheriff never discussed the methods he used for executive selection other than he was the final word on promotion of executives. This meant; was the exodus of executives planned by Mr. Block? No one on the panel knew. However, the NGT panel agreed that the next sheriff would publish criteria and seek more public and department input for these executive promotions. More than 50 percent of LASD executives are scheduled for retirement in two years.

The next possible event was election of a new sheriff had a high probability due to the advancing age and illness of the current sheriff. Panel members agreed the sheriff had done a good job but it was a time for change.

An event that no one wanted to discuss but, could not be overlooked, was the possible sudden death of the current sheriff. Sheriff Sherman Block has been sick for years and was on dialysis. Please note that after the initial writing of this paper Sheriff Sherman Block died of a brain clot.

The U.S. economy is currently performing at record heights. However, the NGT panel cited that historically, sudden events in the downturn of the economy effect the ability to provide needed training and education. The NGT panel suggested those contingency plans to continue training be developed for such occasions. As one NGT panel member aptly stated “training is needed more during difficult times.”

The next trend has been a topic of discussion for several years. Hispanic voters as a political power is now a reality. This ethnic group would change the direction of policing for the LASD. All NGT panel members agreed that this particular minority has been generally ignored by the LASD in representation and promotion.

A series of events that would cause a sudden and large increase or decrease in juvenile crime was the next event of significance.

NGT panel members noted that throughout the years the criminal activity of juveniles has effected the entire methodology of application of resources on the LASD. A solution to this trend was any future programs need to have a holistic approach of prevention, intervention and eradication.

The last probable event was the introduction of new promotional processes brought on the courts and various commissions. The NGT panel agreed to past inequities and the lack of safeguards to ensure a principled centered test of ability.

Many traditional executives are angered by the new promotional process but the NGT panel forecasted that eventually the new process would prove to be a better system.

1.3 Findings

After hours of debate there was surprising agreement to the current state of the LASD and its inner workings. NGT panel members agreed with W. Edwards Deming who stated that if an organization hires good people and the organization still struggles then it is the system and not the people.⁷

The obvious question arose as to how should the LASD proceed in order to affect positive change to achieve community, individual and organizational goals. The identification of a (thinking outside the box) strategic plan and a need for transitional management was voiced. In the strategic and transitional management plans (chapters two & three) there is a definite need to apply leadership training throughout your career.

⁷W. Edwards Deming, The New Economics, 2nd ed. (Massachusetts: M.I.T. 1997) entire text

A Leadership Institute would be one method toward reaching this goal. However, specific leadership training for specific positions was emphasized, such as training for middle managers.

1.4 Scenarios

From the discussions by the NGT panel the following three forecast scenarios were developed: In the first scenario Sheriff Lee Baca is congratulated by President Collin Powell for the success of the LASD Command Leadership Institute. The writer was promoted to commander and is accredited for this innovative program. The LASD Command Leadership Institute becomes a regional training site for local agencies. Facilitators include business leaders, dignitaries and the Commandant of the Marine Corp. The institute was paid by COPS grants and business companies.

The second scenario becomes a California Supreme Court case where an LAPD officer and an LASD deputy are working together as part of a new program to share resources. The two officers stop an Asian motorist and alter computer files that falsely identify the motorist as a gang member. This alteration is particularly troubling as the computer software was supposedly tamper proof. After the motorist was cleared of wrongdoing a law suit was filed. During the trial both officers were raised by single parents with the attitude to do whatever it takes to get the job done. The California Supreme Court took the case as this was just one of many LAPD and LASD cases dealing with lack of character. The court ordered that both agencies provide training in ethics and leadership at every stage of an officers career. Also, the court ordered that no officer maybe promoted or transferred without a clear history of proper conduct. The court will have direct oversight of the entire program.

The third scenario was a Department teletype indicating that the selection of LASD executives was too narrow in scope. To enhance the process Sheriff Baca formed a committee of futurists that included: Peter Uberoth, Collin Powell, Gloria Molina, Bill Davila (Vons), Michael Eisner and Elizabeth Dole. Committee members will provide input on the selection of LASD executives.

1.5 Budget

All current police chiefs and sheriffs must petition local, state and federal governments for this money. It can be listed under leadership grants provided by business for tax encentives.

CHAPTER 2

STRATEGIC PLANNING

Based on the scenarios a positive strategic plan was developed to move the LASD toward a leadership-based organization. A de-emphasis on the reliance of mechanical technology is suggested in order to ensure the adherence to our values. The research was unable to uncover that mechanical technology would fill in for adherence to personal and organizational values.

2.1 Pre planning issues

This strategic plan must be prepared for variations⁸ and continually ask questions. How do we respond to successes or failures? What about programs that did not meet desired results? How do we stay ahead of the future? Should we change our traditional police role should crime continue to fall.⁹ How does this effect the role of leadership training and our managers?

Another issue is the development of a mission statement toward the strategic and transitional plans.

2.2 A strategic plan

The strategic plan will be divided into four categories. This strategic plan is modeled after the current strategic plan implemented by The Commission on Peace Officers Standards and Training. However, before we begin, in order to focus on the mission, a definition of leadership is appropriate. The following definition maybe considered as self promotion but it fits the purpose of the plan.

⁸W. Edwards Deming, Out of the Crisis, 1st ed. (Massachusetts: M.I.T. 1982) p 112-114

⁹ Ibid

Regardless of the task, Leadership is an influence that a person can apply to oneself or members of a group, who intend real changes that reflect their mutual purpose based on values.

2.3 Part one - Increase knowledge and overall development of all managers

Middle managers have traditionally been overlooked for leadership training. In the course of this research the LASD has never conducted leadership training at this level. The internal culture has viewed middle management as a transitional position. This has been confirmed by the number of transfers by middle managers out of line positions.

Middle managers must be given the best possible leadership training that fits their position and duties. Middle managers must be tested in both practical and experimental situations. A continual search for commitment to purpose is instituted. Middle managers must understand that the job of quality will never be done.

Mentors of varying ranks and positions should be assigned to middle managers. This match up must not be at random or personal selection. Scientific methods of matching personalities should be considered. Mentors can be subordinates, peers or supervisors. There should not be a distinction between sworn and non sworn.

2.4 Part two - Training systems must drastically change

Committees of varying members of the business world, community and law enforcement must be formed in order to facilitate new innovations of training. The Kolts Commission should be selected to oversee the program.

Instructors nor instruction from the LASD should not be used. This should ensure thinking outside the box and promote innovation. Selected training systems should be open to all ranks. This will provide varying ranks with the same understanding of training.

critical decision making in the future. Middle managers need new methods of solving new or recurrent problems. A quality approach to critical decision making, by mandating that middle managers successfully complete difficult courses in this subject.

Law enforcement in general has instructed personnel on the concept of personal face versus professional face. This instruction stated that it is totally appropriate to keep your convictions at home and just act professionally at work. This Machiavellian approach¹⁰ as one NGT panel suggested is similar to having Adolf Hitler go to a Jewish home to assist the family in some type of police matter.

2.6 Part four - Keep track of our progress

The LASD must forever evaluate the relevance of training. Again, the Kolts Commission would be best suited to monitor this part of the plan. As do many organizations, self evaluation does not appear to help employees but rather to reenforce the status quo.

2.7 Summary

The strategic plan moving the LASD toward leadership training must contain the suggested changes in overall development of middle managers, drastic changes in methodology in training, problem solving, making relationships and tracking progress.

How to commit the LASD to a strategic plan is addressed in chapter 3, transitional management.

¹⁰Niccolo Machiavelli, *The Prince*, (Boston: Bantum Books, 1984)

CHAPTER 3

TRANSITIONAL MANAGEMENT

The purpose of this chapter is to suggest a method of transition for the LASD middle management toward accepting leadership training. However, a secondary purpose is to evaluate this transition plan for other leadership or training courses. The transition plan is presented in three parts.

3.1 Part one - Get ready, plan and organize

First, selection of team members to develop the transition plan is required. Persons from business, LASD, military and P.O.S.T. should be included. From this team, recommendations of members for smaller teams (Field Cell Teams) will ensure the plan is completed at the working level.

To ensure proper notice of qualified personnel, it is recommended that the LASD advertise in the various mediums of the media. Local and ethnic media outlets are a must.

From these groups, plans of action and implementation will be discussed and recorded. Realistic time lines and schedules will be projected. Each team member is equal in status and required to provide input. Not until a consensus of quality action plans are approved will any implementation begin.

3.2 Part two - Implementation of a program

Once the cell teams have completed their tasks of selecting the best methods of instruction and areas of subject matter, implementation must be formed. Class size will not exceed twenty-four students. Duration of the training will be divided into four one-week sessions. Each session will be held every other month.

Student participation will consist, of individuals, from varying agencies both civilian and government.

All efforts must be made to ensure that ethnic and gender participation is addressed. Each student must submit an application to a review board and submit recommendations from community and department sources. The review board will make the final selections. The review board may conduct interviews but may not disqualify anyone solely on the grounds of a poor interview.

Leadership training will be allotted the most time and emphasis. The purpose of this instruction is to change paradigms. Two facilitators and auditors will be assigned to each class. Department mentors will attend at least one session with their student. Students will be required to read specific texts and conduct a class project.

3.3 Part three - Evaluation

After each session each student is required to submit a verbal and written evaluation. Each evaluation is recorded and statistics kept for analysis. If the student needs time to absorb the information, the student may submit the evaluation upon returning to the next session. Also, students are asked, after one year of graduation, to write and comment on the long term success of their training experience.

3.4 Summary

The three parts of the transition plan are clear and concise. However, these parts are not exclusive of change or deletion.

This program never ends and its goal is to provide an eternal search for improvement.¹¹

¹¹W. Edwards Deming, *The New Economics* 4th ed. (Massachusetts: 1994)

APPENDIX

Suggested training format and subject matter

The following suggested training program was devised with all the information given during the NGT panel discussion.

SESSION ONE, FIRST WEEK:

After the usual introductions, students are exposed to the purpose of the class. How the class was conceived and its history. All students must understand that each and every class is A “test case.”

REQUIRED PRE-READING: OUT OF THE CRISIS by W. Edwards Deming(38)

MAN’S SEARCH FOR MEANING by Victor Frankl(39)

LEARNING GOAL:

The students will give a brief background on themselves and explain their reasons for wanting to be in the class. At this point in the instruction it is expected that ambition will be the reason most given.

Discussion of the texts will be developed into various definitions of leadership. These variations should be recorded onto a chart for reference. These definitions should be scrutinized for variation and accuracy. Each definition must be evaluated by other members of the class. This indicates if certain members hang onto their own definition or allow other possibilities.

This is referred to as “owning the wrong answer.” Futuring is discussed as a part of leadership

and its' impact. Various methods of Futuring are applied to W. Edwards Deming's system of profound knowledge.

BREAK OUTS:

Each session will separate students into different groups and group leaders will be preselected by facilitators. Each session will have different members and different leaders. No one is left out of the process.

In the break out groups students will ask what are the best and worst traits desired in a police leader? Each student will be asked to name the best or worst leader they have had to work with. First hand knowledge only! Ask if the best or worst leader was ever told how they felt about the leaders ability.

Most good leaders are never told and therefore too late to assist the leader in developing the systems. Most leaders are a pain in the butt to managers. Compare notes and determine if the traits of the good leader are the same. They should be, however, the traits of a bad leader should read like A symptom chart for a first year Psychology student.

LEARNING GOAL:

Values systems and political aims are discussed. Are values and politics congruent with each other? Is the organization values the same as personal values? How do these values connect (if at all) to each other? If politics impact our values, how do we apply our oath of office to our everyday problems. The student will develop an enhanced version of his or her own value statements. The student will identify those values that are important and those that we "just give lip service" to.

MOVIE: Crimson Tide

The managers of the future do not, normally, care for older classic pictures. More up to date movies have more impact with younger managers. However, there are exceptions.

BREAK OUT:

Group leaders are given instructions away from their respective groups. This is done in order to determine if instructions are given and understood. This tool determines if group leaders ask questions. A leader asking questions is a must!

- 1) Who were the leaders in the picture?
- 2) What were the real values of the captain and the executive officer?
- 3) How could have the situation been resolved differently?
- 4) What changes does the organization (Navy) need to make?

After the break out each group is tasked to answer each question within a consensus of the group. Each group will present their answers to the group at large. Facilitators will challenge the status quo, without hesitation.

LEARNING GOAL:

Students will understand the difference between a leader and a manager. The two roles are discussed and defined. How does the job of a leader, manager and supervisor differ?

BREAK OUT:

Different perspectives are of issue. What does the sheriff want? What does the citizen want? What about the deputies? Decide who are the stakeholders and assign a group member to that role. We can never be successful without understanding what true diversity is. If we fail to diversify, we will fail progress to the future.

If everyone's perspective is the same, how can we survive? Whose perspective is right?

LEARNING GOAL:

Values need tools to determine strength. In Carl Sagan's, *The Demon Haunted World*, the student is taught the use of a "Baloney Kit." How do we question responsibility, humility, courage and which one is more important? Consider:

- ▶ Independent confirmation of the facts.
- ▶ Substantive debate of the facts by proponents of all points of view.
- ▶ Do not use authorities to discuss issues. Authorities have made numerous mistakes on important issues and will continue to do so. At best, use experts! This tool may, it usually does, leave out the boss.
- ▶ Use more than one hypothesis. Think of a test that may disprove the result. Whatever resists disproof maybe the best answer. Don't use the politically correct "flavor of the month."
- ▶ Just because it is your idea, doesn't mean it doesn't have flaws. Remember owning the wrong answer. Ask why you like the idea. Question it and find the flaws before someone else does.
- ▶ Quantify the answer if it has some type of measure. Competing interests will jump at a vague hypothesis. Most if not all decisions based on solid and real values can be measured. If you have two answers that have an equal amount data to support an issue-go with the simpler form.
- ▶ Ask if the decision can be change to falsify the results.

LEARNING GOAL:

Methods of learning will be identified by each student. What are motivations and how do they impact learning? Is it positive or negative? How do value systems play a part?

The student will understand the three prongs' approaches to profound learning.

- ▶ The first component, the body is what physically embodies us. We can see it as freedom or a prison. Consider Stephen Hawking, perhaps the brightest mind alive, stated in his book, *A Brief History of Time*, that he has sold more books on Physics than Madonna has sold on Sex. Stephen Hawking has been restricted to a wheelchair most of his adult life.
- ▶ The second component, the mind is still the ultimate processor. The billions upon billions of dailey computations required to complete every task. Normally, without fault.
- ▶ The third component is the spirit. This portion contains all the human frailties and our ascension. Feelings are what we conclude as spirit. That fussy logic that allows us to form the right decision in the face of false but we believe as proven truths. Descartes Error by Antonio Damasio illustrated emotion, reason and the body are interconnected. Although, Rene Descartes initially made this observation, he recanted his theory later under penalty of by the reigning Pope. To Descartes, his belief in his studies did not equal his life. My point exactly!

LEARNING GOAL:

Risk Management is now and will forever be in the police culture. The student will understand Risk Management issues are and how to identify them. A study of recent case law is required and the student will be provided the most recent cases.

LECTURE:

An informative segment on the shortcomings of poor risk management decisions will be highlighted. A successful defense attorney will provide this segment.

The intent will be how do values and the law work together? If we are performing our jobs according to our values why do we continue to lose those cases based on right and wrong?

BREAK OUT:

After the lecture, group leaders will evaluate the content and develop their own Risk Management Plan. Students are required to bring their unit's plan and compare the two. Are values imbedded into our Risk Management Plans?

LEARNING GOAL:

Time management continues to a critical problem. The student will understand that his time must be spent on working on the right answer. Reference to Out of the Crisis, W. Edward's Deming will illustrate the point that working harder on the wrong answer only means that you get the wrong answers faster. The student will understand that working harder and longer does not solve complex problems. Frankly/Covey or some other similar company will present the class with the latest technologies assisting those in time management issues.

END OF SESSION ONE:

The session ends with the requirement of journal work and preparation of session two. Auditors, Facilitators, Lecturers and students have the option of submitting an evaluation. Those evaluations submitted will be signed and discussed in the class before conclusion.

SESSION TWO, WEEK TWO

REQUIRED PRE-READING: PROBLEM BOSSES Mardy Grothe and Peter Wylie

LINCOLN ON LEADERSHIP Donald T. Phillips

REINVENTING GOVERNMENT David Osborne

REVIEW OF JOURNAL WORK:

Book reports are collected and journal work is discussed. Break out groups are set with emphasis on different leaders. Each member submits their journal work for review by the group. Two examples are given, for presentation, to the group. The group examines and considers the best or worst cases given. Issues are identified and problems solved for future reference.

LEARNING GOAL:

The student will comprehend the varying types of problem bosses and how President Lincoln handled those bosses. Leadership on a historical perspective is discussed. Varying philosophies and approaches are examined for law enforcement use. Values are revisited as reminders to all students to stay on track.

BREAK OUTS:

The groups are now given instructions at the same time. The leaders are still selected by facilitators. At issue are President Lincoln and his relationship with the nations' problem bosses.

Exercise:

- 1) How did President Lincoln identify problem people?
- 2) How did he evaluate their progress?
- 3) Where did his (Lincoln) power come from.

- 4) How did he manage conflict?
- 5) How did his personal values differ from the values of the nation?
- 6) What do we need to do to change?

After discussion the various groups President Lincoln's style of Leadership is examined.

- 1) Was he courageous?
- 2) Was he committed to the purpose of saving the Union? How?
- 3) How did he use the power?
- 4) Was there any confusion in his communication with his commanders?
- 5) Were his Army Generals risk takers? Why and why not?

Large group discussion is facilitated by instructors. Sources of power are identified. Methods of communication are scrutinized for accuracy. How do officers misunderstand values and adhere to deviance? Examples of executive and officer misconduct are discussed. What do we do about it?

LEARNING GOAL:

The student will discover the different methods of reinventing government. As a government entity the student will learn creativity within their values, law and policy. If the policy or law is incongruent to your values, a change is needed. Detailed financial methodologies are examined for everyday organizational structures.

- 1) Is competition good for police agencies?
- 2) Does Total Quality Management mean less service?
- 3) Why is Criminal Justice ineffective as stated in the text?
- 4) What can we do to change inefficient to effective?

LEARNING GOAL:

The student will comprehend the role of the developer and empowerment. In Tapping Potential, by Ken Lodi we need to develop abilities that we now have into achieving these goals.

MOVIE: The D.I. starring Jack Webb. One may recall Jack Webb of Dragnet fame. Before becoming an actor his was A Marine Corp. Drill Instructor.

- 1) When do you develop and how?
- 2) What is the difference between development and empowerment?
- 3) Are these traits positive or negative?
- 4) What are the effects on the group?
- 5) When should the teacher stop development and when does true empowerment begin?

LEARNING GOAL:

The student will have a firm grasp of force and all the legal requirements. Case Law will emphasize points of law and their relation to organizational values. Specific related cases will be examined for appropriate content. The student will understand the laws' intent and meaning. Two instructors (practicing attorneys in the field) with opposing viewpoints are the featured instructors. The student will also understand a LASD Force package and supply input for improvement given the information provided by instruction.

BREAK OUT:

Groups will compare the different force instructors and submit for review a new and innovative force review package. Values and the law will be emphasized.

Exercise will consist of selection of the best force packages being submitted to the Executive Planning Council and for police periodical publication.

LEARNING GOAL:

The student will understand the importance of Administrative Investigations. A Department expert will provide the working knowledge required to complete an investigation.

Also, discussed are the pitfalls of not adhering to ethical conduct.

MOVIE: A Few Good Men

- 1) Fighting the perception of “head hunting.”
- 2) Values and sticking to the truth.
- 3) Vital information for executives
- 4) Mitigating versus aggravating circumstances
- 5) Testifying for the truth
- 6) Values based

LEARNING GOAL:

The student will understand the importance of safe driving and the long term consequences of poor critical decisions while driving. The student will be able to develop and implement varying traffic safety programs with the emphasis on effective emergency driving and decision skill. High emotions are examined as a critical factor.

The exercise will consist of examining current and innovative systems of practicing safe habits. W. Edwards Deming’s review of variation is required for each program. Funnel exercise is discussed..

SESSION THREE, WEEK THREE

REQUIRED PRE-READING: EMOTIONAL INTELLIGENCE by Daniel Goleman

LEADERSHIP IS AN ART by Max DePree

The 7 Habits of HIGHLY EFFECTIVE PEOPLE

by Stephen R. Covey

ADMINISTRATIVE & REVIEW OF JOURNAL WORK:

Book reviews are collected and previous reviews are discussed for quality and content.

Exceptional reviews are read by the author and discussed by the group.

Journal work is discussed and recent work problems are questioned for solution.

Past suggestions are critiqued for appropriateness. Solutions, regardless of outcome are kept for future reference and given to each student. Flip charts to document issues is required.

LEARNING GOAL:

The students will understand the dynamics of leadership development by challenging the status quo. What factors guide and develop leaders? Students will comprehend different character traits and learn how to prioritize those traits. Understanding of dynamics will necessitate the group to develop their own transitional plan for moving organizations into value driven missions.

MOVIE: Stand and Deliver

- 1) Heroic vs. post heroic
- 2) Does race play a part in a leadership role?
- 3) Teacher vs. Facilitator
- 4) Methodology

BREAK OUTS:

Group leaders are preselected and keynotes of the movie are discussed. The general questions will surround the type of leader in the movie and why were the methods used by Jaime Escalante successful? How do these methods differ from training in law enforcement?

LEARNING GOAL:

Students will understand the dynamics of Group Think and the consequences of poor group decision making. The various roles of group membership are examined. Are individual thought processes different from that of the group? If your values and decision making processes are in order, should the decision differ from that of the group? How did transitional management fail to move NASA into the proper decision?

MOVIE Group Think

- 1) What factors lead to this form of decision making?
- 2) Leaders vs. managers
- 3) Eight factors of decision making
- 4) Historical perspective- Bay of Pigs
- 5) Team building issues
- 6) Remedies

BREAK OUTS:

Group leaders will understand group decision mechanics. What similarities exist in their organizations? Group leaders will be observed for symptomatic problems with Group Think within the discussion group. Team concept is now an issue as to rank and status.

MOVIE: Oxbow Incident

- 1) Group judgement
- 2) Values vs. vengeance
- 3) Due process
- 4) Racism
- 5) Bystanders; guilty or not?

VIDEO: Rodney King Incident

PRESENTATIONS:

Each group is required to address issues in the movie and video. Flip charts are needed and all input will be documented for reference. Discussion of accountability, apathy, agreement, fear, insecurity vs. courage. Viable solutions to these dilemmas are provided to each student in order to implement these solutions into each agency.

LEARNING GOAL:

Students will discover the various methods of selecting members of any prospective team. Emphasis on diversity of thought and leadership is taught. Students will participate in varying exercises that illustrate how to select team members. Group/Leader issues are highlighted. Goals vs. Purposes are defined. Competition is devalued.

GROUP EXERCISE:

Group exercises will develop and enhance individual and group abilities in working with teams. First exercise will have significant amounts of competition built in. Winners and losers will be identified. Look for Machavellian symptoms of the end justifies the means is reviewed.

The class will understand with just a few winners, the entire organization suffers and loses in the end. The second exercise emphasizes team building and the understanding of the “Big Picture.” All members know their job and understand the importance of a job well done to benefit the whole organization and not just one small team. Communication, understanding and teamwork are paramount.

HANDOUT: Building Effective Teams Using the MBTI by Katherine Briggs

SUGGESTED TEXT: The New Economics by W. Edwards Deming

LEARNING GOAL:

The student will receive instruction on problem employees and how personnel management systems can assist supervisors in tracking these individuals. Discussion of current issues and the development of future trends is stressed.

LECTURER:

The lecture will be provided by current experts in the field. The expert will provide information on the success status of current systems.

Basic discussions of what are we doing right and what are we doing wrong.

BREAK OUT:

Groups are to discuss successes and failures of the system. Solutions are to be documented and transmitted to LASD Department heads for implementation.

LEARNING GOAL:

The student will learn of the varying concerns of city government. Information on improving the status quo and relationship building is stressed. A question and answer section is provided.

LECTURER:

A notable city manager will address the group relating recent issues. What issues will be continual problems and what trends for cities are positive or negative.

LEARNING GOAL:

The students will hear from a notable expert in the field of Community-Based Policing. Current issues and future trends are discussed within police limitations. Students will attempt to answer: Is Community-Based Policing a fad or is it here to stay?

LECTURER:

A community activist with a strong educational background in Cultural Anthropology is suggested. Historical, current and future perspectives are addressed. A working definition of problem solving and partnerships is defined.

SESSION FOUR, WEEK FOUR

REQUIRED PRE-READING: THE SEA WOLF by Jack London

1984 by George Orwell

THE FORESIGHT PRINCIPLE by Richard Slaughter

JOURNAL REVIEWS AND BOOK REVIEWS:

Journals are reviewed from the start of the training experience. Comparisons are made by each student for relevance and personal growth. Students are encouraged to continue journal work. The Sea Wolf is reviewed for the emotion of fear. How can the leader terrorize others? Is he truly, a leader? Is there any similarity of the applied fear by Wolf Larson to the fear management used by LASD Department executives? How should we handle fear and the emotional deviance caused by this emotion?

1984 is a novel that describes various methods in which a totalitarian government can confuse its people. Does management use the same types of deceptive information to gain support from Department members?

The different book reviews should be examined for similarities and dissimilarities.

The Foresight Principle understands the need for a cultural recovery. Understanding a world view through analysis, imagination and social imaging is examined.

LEARNING GOAL:

The student will be introduced to the trend of consultants hired to critically evaluate Department operations. Reasons for this trend and the type of consultants are addressed.

LECTURER:

Currently, retired Judge Merrick Bobb is the head of the Kolts Commission. This commission was hired to review Department operations similar to the Christopher Commission hired to review operations of the Los Angeles Police Department. Judge Bobb will discuss Department reforms and the future of the commission. If we did our job as effectively as we boast; would we need the Kolts Commission?

A question and answer period will be allotted.

Students will be given ample time to develop pertinent questions involving any aspect of the Kolts Commission and its functions.

LEARNING GOAL:

Students will be introduced to the development and current status of Sheriff's Critical Incident Forum (SCIF). SCIF goals and purpose will be the focus. What will be the future of SCIF? What should be done to change the current perception of SCIF efficiency to that of effectiveness?

LECTURER:

Two speakers are suggested for this category. First speaker will be a LASD Department representative that can give a historical and current review of SCIF.

The second speaker will give a perspective of an outsider. Perhaps someone from the LAPD would be appropriate.

EXERCISE:

Students will participate in an Issues Forum. Students will conduct their own issues' forum to address those risk management issues pertinent to current officer needs. Issues will be selected by staff for review by the group. Roles will be identified and students will act out the various parts.

LEARNING GOAL:

Thinking outside the box philosophy will be understood by students. Selection of ideas, issues and format is developed. The history of Lockheed's SKUNK WORKS group is presented to the students for creative consideration.

Also, the advantages and shortcomings of technology are addressed for student review. How far can technology go in assisting in our decision making process? Can technology be programmed for making judgements in values, principles and ethics? Can fuzzy logic be as good as a human brain?

LECTURER:

A computer scientist from a renown company is suggested. A company with a Research and Development unit is recommended.

WRAP UP:

Before graduation students will address the group with negative and positive responses. Students will be contacted at three, six and twelve month intervals for status and progress. These contacts will be documented and studied for effectiveness of the training.

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LOS ANGELES COUNTY SHERIFF'S DEPARTMENT HEADQUARTERS
MONTEREY PARK, CALIFORNIA
APRIL 14, 2003 0900 HOURS

Sheriff Lee Baca after winning his reelection bid for a second term has put together a blue ribbon committee of futurists to assist him with one of his campaign promises.

During the campaign the Sheriff promised to implement new procedures for picking executives in his new "Community Sheriff's Department." For the past one hundred years executives have been selected at the whim of the Sheriff. Sheriff Baca has vowed to break up this system of "Good ol boys" and promote the most qualified.

The committee will consist of a diverse group of futurists that will assist Sheriff Baca in the implementation of this new innovation.. Suggested members of this committee are:

- ★ Peter Uberoth
- ★ Collin Powell
- ★ Gloria Molina
- ★ Bill Davila
- ★ Michael Eisner
- ★ Elizabeth Dole
- ★ President of ALADS
- ★ President of POPA
- ★ One LAPD executive
- ★ One LASD executive

Candidates will serve a onetime two year term. This committee will make recommendations and submit names of successful candidates to the Sheriff. All candidates will be judged on integrity, knowledge and leadership.

CALIFORNIA SUPREME COURT
SACRAMENTO CALIFORNIA
OCTOBER 19, 2003 0900 HOURS

In yet another case surrounding officer misconduct the California Supreme Court will decide if the Los Angeles Police Department (LAPD) and the Los Angeles Sheriff's Department (LASD) will be held liable for the shooting death of an unarmed motorist during a routine traffic stop. At issue is the lack of leadership/ethics training in both agencies.

On January 01, 2000, Officer Jones from the LAPD and his partner Deputy Acosta from the LASD detained Mr. Toshi Osikawa, a suspected organized crime member. To explain how these two officers have come to work together, a MOU was agreed upon in order for both agencies to work on mutual concerns. The officers are part of a new COPS program that targets organized crime members. One of the techniques used to stop these gang members is to strictly enforce all traffic laws and a newly court approved 10: 00 P.M. curfew. The program has been criticized for its lack of accountability and supervision.

After Mr. Osikawa was ordered from his vehicle he and his car was searched. Officer Jones demanded that Mr. Osikawa produce identification. As Mr. Osikawa reached into his "fanny pack" he was shot four times (twice by each officer). Both officers have reported that they were in fear for their safety. Mr. Osikawa was not armed nor did he have a record.

In the police report, Mr. Osikawa was characterized as a hard core gang member listed in the computer files. However, after a law suit filed by Mr. Osikawa's family, it was discovered that the officers altered the computer files and Mr. Osikawa was never a gang member.

Although, both agencies have policies and elaborate accountability procedures to prevent such acts of misconduct, both officers managed to successfully alter the files. During the administrative investigations it was reported that both officers from the age of five years old displayed symptoms of deviant behavior. In fact, in several instances teachers and other authority figures condoned their behavior. Their lack of character was symptomatic of their entire educational life. Coincidentally, both officers were classmates at the Southwest Regional Academy in Westwood.

During the court hearing both officers were allowed to address the Justices, due to a recent case decision by the U.S. Supreme Court. Both officers were raised by single parents and were never held accountable for their actions. According to school and academy records both officers were encouraged to "do whatever it takes" to get through. A Machiavellian nightmare.

Justice Anthony Argott writing the majority opinion for the court ordered all agencies to implement, on a court ordered time table, ethics and leadership training at every stage of an officers career. Further, no officer maybe promoted not transferred without a clear history of proper conduct in his personal and professional life. Both agencies were issued a restraining order preventing either agency from hiring prospective candidates.

The court has also set an hearing date for the California Superintendent of Schools, church officials and parent groups to guide the court regarding the future hiring of police officers.

KOLTS COMMISSION

November 18, 2003

TO: Sheriff Leroy D. Baca
4800 Ramona Boulevard
Monterey Park, California 91754

Dear Sheriff Baca:

I wish to convey my heartfelt congratulations for the success of your Command Leadership Program. I have been advised that President Collin Powell has asked for legislation to implement this program in every major department in the United States. I'm sure that you are quite proud.

Five years ago when Commander R. Tamayo (then a lieutenant) suggested a leadership exchange program between your department and the Los Angeles Police Department, I was frankly skeptical! However, I now see this was the most innovative program of the past twenty years.

You may recall, in years past, the crippling interagency rivalry that led to the ineffective response to the 1992 civil unrest. The lack of cooperative effort, no doubt, contributed to the destruction of property and loss of life. Who would have thought that a regional leadership institute would have such a dramatic change on the internal culture of both agencies. Then having the graduates assigned to each other's agency for a year was a stroke of genius.

The assignment of facilitators was also of note. The Commandant of the Marine Corp, noted business leaders and other dignitaries was brilliant. The method of paying for the institute by COPS grant funds and Business Crime Free Zones saved the taxpayers millions of dollars.

In the future please feel free to call on me or my staff for any assistance in this endeavor.

Sincerely,

Judge Merrick Bobb
Kolts Commission